

TABLE OF CONTENTS

INTRODUCTION.....	2
I. IEP TEAM MEETINGS	4
II. THE IEP TEAM	5
III. PARENT PARTICIPATION	7
IV. TRANSFER OF PARENTAL RIGHTS	9
V. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP).....	10
VI. MEASURABLE ANNUAL GOALS AND BENCHMARKS OR SHORT TERM OBJECTIVES	13
VII. TRANSITION SERVICES	15
VIII. SPECIAL EDUCATION SERVICES	17
IX. NON-PARTICIPATION IN REGULAR CLASS ACTIVITIES	19
X. INSTRUCTION AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS	20
XI. PROGRESS TOWARD ANNUAL GOALS	23
XII. PLACEMENT IN A PRIVATE RESIDENTIAL FACILITY	24
XIII. EXTENDED SCHOOL YEAR (ESY) SERVICES	26
XIV. EDUCATIONAL PLACEMENT	28
APPENDIX A – IEP FORM	29
APPENDIX B – ACCOMMODATION, MODIFICATIONS AND PROGRAM SUPPORTS FOR SCHOOL PERSONNEL	37

INTRODUCTION

The purpose of this document is to provide administrators, teachers, parents, and IEP teams with practical information on the Individualized Education Program (IEP) process to help them comply with the IEP requirements established in the Individuals with Disabilities Education Act (IDEA) and the Arizona Revised Statutes. Each public school student who receives special education and related services under IDEA must have an IEP. The development and implementation of an IEP can be a challenging task and this document is intended to make that task easier. It guides individuals through the IEP process by reviewing the requirements of the law, and provides both suggestions for implementing the requirements and a self-assessment for evaluating the process and the product. This document is designed for use in conjunction with each local educational agency's policies and procedures for implementation of free appropriate public education for children with disabilities.

This document contains the major components of the IEP. One component of the IEP is explained in each section. Each section is organized in three parts: the legal requirement, procedures for addressing the requirement and a self-assessment to help determine if the requirement has been met. It is written as guidebook to be a practical and user-friendly. The appendices include an IEP form and a checklist of accommodations, modifications and program modifications, and supports for school personnel.

To provide further assistance in this area, the Arizona Department of Education's Exceptional Student Services (ADE/ESS) has assigned an educational program specialist as consultant to each school district, charter school, and agency that provides a public education. Consult the assigned education program specialist for your district or school for additional assistance on IEP development and implementation.

A CLOSER LOOK AT THE IEP

The IEP is the cornerstone of a quality education for each student with a disability. It is a very important document for students with disabilities and for those involved in educating them. This guide looks closely at how the IEP is written, who writes it, and what information it must, at a minimum, contain. In a nutshell, the IEP contains:

- ◆ Present levels of educational performance
- ◆ Annual measurable goals, benchmarks, or short-term objectives
- ◆ Statement of special education and related services
- ◆ Supplementary aids and services and program modification and supports for school personnel
- ◆ Participation with nondisabled students
- ◆ Participation in state and district-wide assessments
- ◆ Dates, frequency, and location of services
- ◆ Transition services needs
- ◆ Needed transition services
- ◆ Age of majority
- ◆ Measurement of progress
- ◆ Extended school year services

The IEP Is:

- ◆ a management tool for monitoring and communicating student performance
- ◆ a communication vehicle between school personnel, parents, and students
- ◆ an ongoing record of commitment of resources to ensure continuity in programming
- ◆ a document that provides opportunities for collaborating and resolving differences

The IEP is not:

- ◆ a daily lesson plan for the teacher
- ◆ a description of everything that will be taught to the student
- ◆ a “one size fits all”
- ◆ a document developed by one person

I. IEP TEAM MEETINGS

Requirements for IEP Team Meetings Authority:

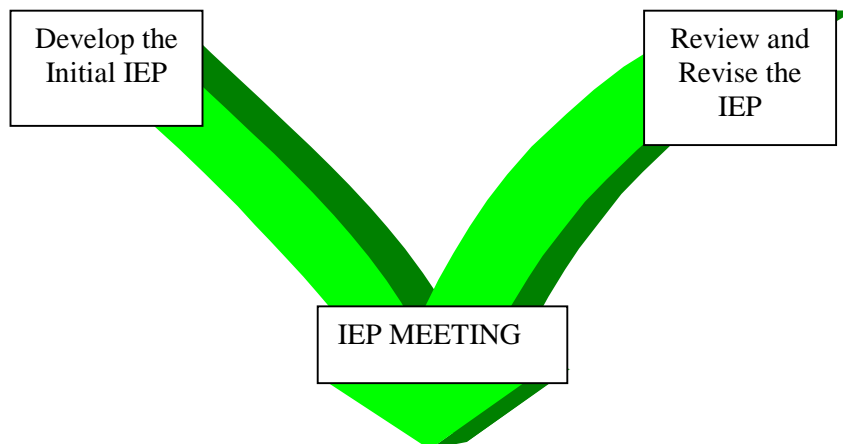
20 U.S.C. 1413 (a)(1), 1414 (d) (4) (A) 34 CFR §300.343

IEP meetings.

- (a) **General.** Each public agency is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability (or, if consistent with §300.342(c), an IFSP).
- (b) **Initial IEPs- provision of services.**
 - (1) Each public agency shall ensure that within a reasonable period of time following the agency's receipt of parent consent to an initial evaluation of a child—
 - (i) The child is evaluated; and
 - (ii) If determined eligible under this part, special education and related services are made available to the child in accordance with an IEP.
 - (2) In meeting the requirement in paragraph (b)(1) of this section, a meeting to develop an IEP for the child must be conducted within 30-days of a determination that the child needs special education and related services.
- (c) **Review and revision of IEPs.** Each public agency shall ensure that the IEP team—
 - (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - (2) Revises the IEP as appropriate to address -
 - (i) Any lack of expected progress toward the annual goals described in §300.347(a), and in the general curriculum, if appropriate;
 - (ii) The results of any reevaluation conducted under §300.536;
 - (iii) Information about the child provided to, or by, the parents, as described in §300.533(a)(1);
 - (iv) The child's anticipated needs; or
 - (v) Other matters.

PROCEDURES

To comply with this requirement, the IEP team arranges and conducts IEP meetings to:



SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Are IEP meetings held to develop, review and revise the IEP?
2. Is an initial IEP developed within 30-days of the determination that the student needs special education and related services?
3. Are IEP meetings held to review and revise the IEP at least annually?
4. Are meeting notices and procedural safeguard notices provided to parents and students, as appropriate prior to each IEP meeting?

II. THE IEP TEAM

Requirements For Individualized Education Program Team

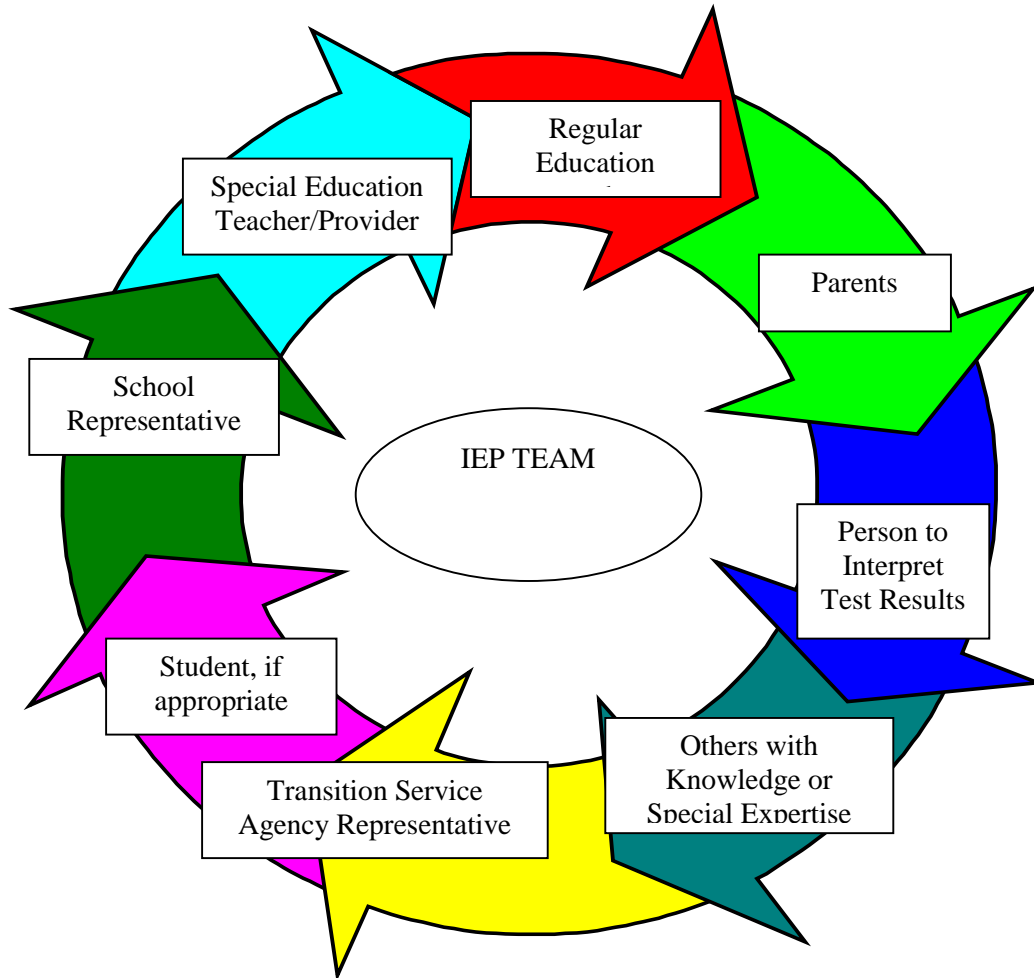
(Authority: 20 U.S.C. 1414 (d)(1) §300.344)

IEP team.

- (a) **General.** The public agency shall ensure that the IEP team for each child with a disability includes—
- (1) The parents of the child;
 - (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
 - (4) A representative of the public agency who -
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general curriculum; and resources of the public agency;
 - (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
 - (6) At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (7) If appropriate, the child.
- (b) **Transition services participants.**
- (1) Under paragraph (a)(7) of this section, the public agency shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
 - (i) The student's transition services needs under §300.347(b)(1); or
 - (ii) The needed transition services for the student under §300.347(b)(2); or
 - (iii) Both.
 - (2) If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered.
 - (3) (i) In implementing the requirements of §300.347(b)(2), the public agency also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - (ii) If an agency invited to send a representative to a meeting does not do so, the public agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

PROCEDURES

To meet the requirement in this part each IEP team must include the required participants. The IEP team includes:



SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Was the student a member of the IEP team?
2. Was the parent(s) a member of the IEP team?
3. Was at least one regular education teacher a member of the IEP team?
4. Did the IEP team have the required members?

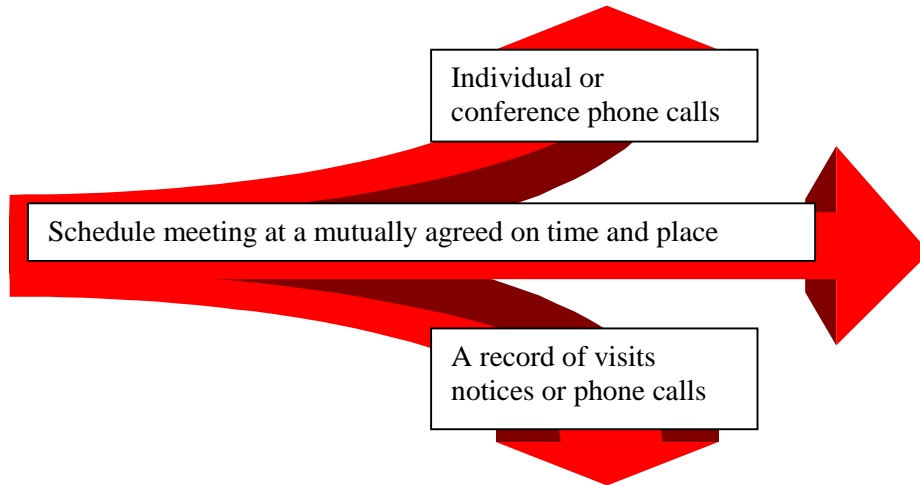
III. PARENT PARTICIPATION

Requirements For Parent Participation (Authority: 20 U.S.C. 1414(d)(1)(B)(i)) §300.345)
Parent participation.

- (a) **Public agency responsibility—general.** Each public agency shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) **Information provided to parents.**
 - (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
 - (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
 - (ii) Indicate that the agency will invite the student.
 - (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
 - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
 - (ii) Indicate that the agency will invite the student; and
 - (iii) Identify any other agency that will be invited to send a representative.
- (c) **Other methods to ensure parent participation.** If neither parent can attend, the public agency shall use other methods to ensure parent participation, including individual or conference telephone calls.
- (d) **Conducting an IEP meeting without a parent in attendance.** A meeting may be conducted without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the public agency must have a record of its attempts to arrange a mutually agreed on time and place, such as -
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) **Use of interpreters or other action, as appropriate.** The public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) **Parent copy of child's IEP.** The public agency shall give the parent a copy of the child's IEP at no cost to the parent.

PROCEDURES

The public agency ensures that one or both parents are afforded an opportunity to participate in each IEP meeting.



SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Were parents notified early enough so that they had an opportunity to attend the IEP meeting?
2. Was the meeting scheduled at a mutually agreed on time and place?
3. Does the IEP meeting notices include the notice requirements?
4. If neither parent can attend the IEP meeting, are there other methods of participation available to parents?
5. Does the parent receive a copy of the IEP?
6. Does the manner, in which the meeting is conducted, encourage active parent participation?
7. If the IEP meeting is held without the parents, does the public agency have a record of its attempts to arrange a mutually agreed upon time and place?

IV. TRANSFER OF PARENTAL RIGHTS

Transfer of Parental Rights at the Age of Majority (Authority: 20 U.S.C. 1414 (d)(1)(A)(vii and 1415(m) CFR §300.517)
<p>Transfer of parental rights at age of majority.</p> <p>(a) General. A State may provide that, when a student with a disability reaches the age of majority under State law that applies to all students (except for a student with a disability who has been determined to be incompetent under State law)—(1) (i) The public agency shall provide any notice required by this part to both the individual and the parents; and all other rights accorded to parents under Part B of the Act transfer to the student; and</p> <p>(b) Transfer of rights. In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the Act, if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.</p>

PROCEDURES

To meet the requirement in this component, the IEP team discusses the rights under the Individuals with Disabilities Education Act (IDEA) to be transferred to the student at least one year before he/she reaches the age of majority. In Arizona, the age of majority is 18 unless the student has been determined incompetent. If the public receives a notice of the student's legal incompetence, so that no rights transfer to the student at the age of majority, the IEP team need not include the statement of transfer of rights. An adult student may also appoint a parent (or any other adult) to...

The IEP team

- ☐ discusses the rights to be transferred;
- ☐ reviews the records and legal documents, as necessary;
- ☐ provides notice to the parent(s) and student of the transfer of rights;
- ☐ records the date that the student and parents were informed of the rights transferred;
- ☐ maintains a copy of the notification sent to the student and parent(s); and
- ☐ sends future notices to both the student and the parents.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. At least one year before student reaches the age of majority was the student informed of the transfer of rights at age eighteen and options regarding that transfer?
2. Was a statement of transfer of rights included in the student's IEP?
3. Does the IEP include a statement of transfer of right from the parents to the student?

V. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE (PLEP)

Requirements For Present Levels of Educational Performance

(Authority: 20 U.S.C. 1414(d) (1)(A) 34 CFR §300.346)

Content of IEP.

- (a) **General.** The IEP for each child with a disability must include—
- (1) A statement of the child's present levels of educational performance, including –
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

Transition Services (Authority: 20 U.S.C.1401 (30)§300.29)

Transition services- The term “transition services” means a coordinated set of activities for a student with a disability that- (1) is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services independent living, or community participation; (2) is based upon the individual student’s needs, taking into account the student’s preferences and interests.(3) including –instruction, related services, community experiences, the development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Consideration of Special Factors

Authority: 20 U.S.C. 1414 (d)(3) and (4) §300.346

- (2) **CONSIDERATION OF SPECIAL FACTORS-** The IEP Team shall--
- (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, when appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
 - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as such needs relate to the child's IEP;
 - (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 - (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
 - (v) Consider whether the child requires assistive technology devices and services.

The present level of educational performance (PLEP) is a summary describing the student’s current knowledge, abilities, skills and other educational achievements. It specifically explains the student’s competencies and needs. It states how the student’s disability affects his or her involvement and progress in the general curriculum. In addition, it links the evaluation results, expectations of the general curriculum (Arizona Academic Standards), and the related needs of the student.

For preschool children, the PLEP describes how the disability affects the child’s participation in age-appropriate activities. The PLEP also describes the transition service needs for the student beginning at age 14 (or younger). Beginning at age 16, it addresses needed transition services in the areas of instruction, employment, and post–school adult living, community experiences, related services, and as appropriate, acquisition of daily living skills and functional vocational evaluation.

PROCEDURES

To meet the requirements in this component, the IEP team **reviews** and **discusses** current evaluative information, including:

- ❑ the strengths of the child and the concerns of the parents for enhancing the education of their child;
- ❑ the results of the initial or most recent evaluation of the child;
- ❑ as appropriate, the results of the child's performance on any general, state or district-wide assessment programs;
- ❑ the student's progress on the current IEP and any other applicable plans, as appropriate;
- ❑ special factors;
- ❑ transition needs and services, as appropriate;
- ❑ the student's preferences and interests, and
- ❑ how the student's disability will affects his/her involvement in the general curriculum. For a preschool child, how the disability affects the participation in appropriate activities.

The IEP team then **writes** the present levels of educational performance (PLEP) that:

- 1) describes the student's competencies and deficiencies in the general curriculum and other educational areas;
- 2) describes how the student's disability affects the student's involvement and progress in general curriculum (i.e. , language arts, mathematics, workplace skills, physical education, etc.) and others areas, such as, daily living, adult living, social and emotional-behavioral areas, physical education services, specially designed if necessary and other needs, as appropriate;
- 3) explains how the disability affects a preschool child's participation in appropriate activities;
- 4) shows a direct relationship between present levels of educational performance and other components of the IEP, such as annual goals and benchmarks or short-term objectives;
- 5) provides sufficient information about the student so that the IEP team can develop appropriate goals, services, modifications, accommodations and address special factors, such as, the need for assistive technology devices and services, language needs for a student with limited English proficiency, positive intervention strategies, and supports the need for instruction in and the use of Braille.
- 6) describes school-to-adult life transition planning, as appropriate;
- 7) explains the student's and parent's goals for post-school activities for the student, if appropriate;
- 8) specifies desired activities in the areas of post-secondary education, vocational training, employment, etc.; and
- 9) describes in the PLEP the student's current knowledge, skills, abilities and experiences in relation to each of the post-school areas targeted.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Does the PLEP summarize the student's current performance including strengths and needs?
2. Does it provide a baseline on specific content standards and/or performance objectives included in the Arizona Academic Standards?
3. Does it describe how the student's disability affects his/her involvement and progress in the general curriculum?
4. Does it describe the student's other educational needs such as assistive technology, language and communication, behavior, or instruction in and use of Braille?
5. Does it describe the knowledge and skills that the student should have and be able to do as a result of exposure to the general curriculum?
6. Is it based on evaluation data that includes more than just test scores?
7. Does it contain explanations of test scores, if used?
8. Does it reflect the transition needs of the 14-year-old or the younger student?
9. Does it reflect the individual preferences and interests of the student?
10. Does it include a statement of needed transition services including, if appropriate, a statement of interagency responsibilities for the student beginning at age 16?
11. Will the parent(s), student, and others unfamiliar with the IEP understand what the present levels of educational performance statement means?

VI. MEASURABLE ANNUAL GOALS AND BENCHMARKS OR SHORT TERM OBJECTIVES

Requirements For Annual Goals Benchmarks Or Short Term Objectives

(Authority: 20 U.S.C. 1414 (d)(1)(A) §300.347)

- (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to -
- (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability;

PROCEDURES

MEASURABLE ANNUAL GOALS

Measurable annual goals set the general direction for instruction and assist in determining specific courses, experiences, and skills a student will need to reach his or her vision. There must be a direct relationship between the goal and the needs identified in the PLEP. Goals also are descriptions of what a student can reasonably be expected to accomplish within one school year. A goal must be meaningful, measurable, able to be monitored, and useful in decision making. The annual goal is meaningful if it specifies a level of performance and an expectation that is reasonable; the skill or knowledge the goal represents is necessary for success in school and post-school activities; and the family believes the accomplishment of the goal is important. The goal is measurable if it reflects performance or behavior that can be measured or observed. A goal is able to be monitored if there are multiple increments in performance between the present levels of performance and the criteria stated in the goal. The goal should be written so that it can be monitored frequently. Finally, the goal is useful in making decision regarding the student's education and the effectiveness of the student's IEP.

To meet the requirements of this part, the IEP team **reviews** and **analyzes** the present levels of educational performance and then **writes** an applicable annual goal for each area of need described. Goals must be written to enable the student to be involved in and progress in the general curriculum and to advance in other areas of educational need.

The IEP team writes annual goals that:

- ☐ show a direct relationship to the present levels of educational performance;
- ☐ describe only what the student can reasonably be expected to accomplish within one school year or the 12-month term of the IEP;
- ☐ are written in **measurable** terms;
- ☐ prepare the student for his or her desired post-school activities, when planning for the school-to-adult life transition; and

The goal must include at least three parts:

- ❑ expected change in performance-specifies the anticipated change in performance from a baseline and usually reflects an action or can be directly observed;
- ❑ proposed area of change- identifies skill, knowledge, understanding or behavior; and
- ❑ proposed criteria – specify the amount of growth, how much and how frequent, or to what standard or level of proficiency.

BENCHMARKS AND OBJECTIVES

The IEP team then **analyzes** each annual goal and **writes** applicable benchmarks (milestones). A **benchmark is a milestone** that states what the student will know and be able to do relative to the annual goal. It enables the teacher to determine progress toward the annual goal. One method that the IEP team may use to write benchmarks for a goal is to examine the Arizona Academic Standards at the appropriate grade level and identify performance objectives appropriate for milestones toward this goal. The IEP team may select those skills the student would need to acquire or be able to perform to reach his or her goal. Two or more benchmarks may be combined, or the IEP team may decide to divide the performance objective (in the content standards) into smaller steps.

A benchmark (milestone) contains two parts:

- ❑ specifies the proposed change in performance(i.e., computes, identifies, shares, etc).
- ❑ identifies the proposed area of change (geometric concepts, main idea, prefixes and suffixes, predict events, basic facts, etc.

SHORT-TERM OBJECTIVES

A short-term **objective** is a logical intermediate step between the present levels of educational performance and the annual goal. It states what the student will know and be able to do and how well the student will perform the intermediate step. The short-term objectives must be aligned with the measurable goals; and they are arranged in a logical sequence and always include the criteria for success or acceptable performance.

A short-term objective has at least three parts:

- ❑ proposed change in performance,
- ❑ proposed area of change, and
- ❑ proposed criterion
- ❑ It may contain a condition and how it is going to be measured.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Is each annual goal measurable?
2. Is there a direct relationship between the present levels of educational performance and the annual goals?
3. Are most annual goals aligned with the general curriculum? (Academic Standards)
4. Is each annual goal challenging, but realistic and achievable within one year?
5. Will completion of the benchmarks/objectives lead to goal achievement?
6. Are the objectives measurable/observable?
7. Are there at least two benchmarks/objectives for each goal?
8. Does each benchmark specify a proposed change in performance (verb) and a proposed area of change (skill, knowledge, understanding or performance)?
9. Does the short-term objective identify proposed change in performance, specify a proposed area (skill, knowledge, understanding, or performance), and establish criteria of acceptable performance?
10. Will the parent(s) and others unfamiliar with the IEP understand what the goal and benchmark/objective statement mean?

VII. TRANSITION SERVICES

Statement of Transition Services

Authority: 20 U.S.C. 1414 (d)(1)(A)(vii)

§300.347 (b) (1) Transition services The IEP must include-

(1) for each student with a disability

§300.348 Agency responsibilities for transition services.

- (a) If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the public agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
- (b) Nothing in this part relieves any participating agency, including a State vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency.

Definition of Transition Services Authority: 20 U.S.C. 1402

(30) **TRANSITION SERVICES** – The term ‘transition services’ means a coordinated set of activities for a student with a disability that - includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

PROCEDURES

To meet the requirements in this component, the IEP team focuses attention on how the student's educational program can be planned to help the student make a successful transition to his or her goals for life after secondary school. It is important that the statement of transition service needs relate directly to the student's goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition services needs connected to technology course work while another student's statement of transition services needs could describe why public bus transportation training is important for future independence in the community. Although the focus of transition planning process may shift as the student approaches graduation, the IEP team must discuss specific areas beginning at the age of 14-years and review these areas annually.

Beginning at age 14 or younger, the IEP team, in determining appropriate measurable goals, benchmarks and services for a student, must determine what instruction and educational experiences will assist the student to prepare for needed transition services. The purpose of the transition service needs is to focus on the planning of a student's courses of study during the secondary experiences.

The student's courses of study may include:

- ☐ elective courses;
- ☐ modified instructional opportunities;
- ☐ specially selected classes and instruction (such as participation in advanced-placement courses or a vocational education program); and
- ☐ any other educational experiences that differ from the course requirements for all other students.

These classes and instructional opportunities should be designed to be meaningful to the student's future and motivate the student to complete his education by:

- ☐ graduation with a regular diploma; or
- ☐ completion of a secondary program; and
- ☐ achievement of the student's desired post-school goals.

Beginning at age 16, and younger if appropriate, the IEP team must focus on attention on how the child's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. For example, if the student's transition goal is a job, a transition service could be teaching the student how to get to the job site on public transition. The coordinated set of activities must be based on the individual student's needs, taking into account the student preferences and interests and includes:

- ☐ instruction;
- ☐ related services;
- ☐ community experiences;
- ☐ the development of employment objectives;
- ☐ the development of other post-school adult living objectives;
- ☐ the acquisition of daily living skills, if appropriate ;
- ☐ a functional vocational evaluation, if appropriate..

For each specified area, the IEP team must either:

- ☐ develop and identify goals to address the identified area; or
- ☐ describe a plan for providing services in that area.

Also beginning by age 16, the IEP team should consider what interagency responsibilities or linkages might be needed. Indicate which agencies will:

- ☐ provide or pay for services while the student is still in school;
- ☐ provide services to the student after leaving school; and
- ☐ need to be contacted to determine the eligibility of the student for services before he/she leaves school.

If the participating agency fails to provide the transition services described in the IEP, the public agency will convene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Does the statement of transition service needs focus on a course of study?
2. Are the transition service needs or needed transition services included in the present levels of educational performance and annual goals?
3. Are the interests, skills, and abilities of the student incorporated into the transition plan?
4. Does the statement of needed transition services address the students' preferences and interests?
5. Did the team include interagency linkages in order to meet the needs identified in the IEP?
6. If the participating agency fails to provide the services identified in the IEP, did the IEP team reconvene to determine alternative strategies?
7. Will the parent (s), student, and others unfamiliar with the IEP understand what the statement of transition services means?

VIII. STATEMENT OF SERVICES AND PROGRAM MODIFICATIONS OR SUPPORTS

STATEMENT OF SPECIAL EDUCATION AND RELATED SERVICES
SUPPLEMENTARY AIDS AND SERVICES PROGRAM
MODIFICATIONS OR SUPPORTS FOR PERSONNEL
Authority: 20 U.S.C. 1414 (d)(5)(A)(1) §300347

- (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—
- (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and

To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

The IEP team makes the decision about the special education services and related services to be provided, as well as the supplementary aids and services, and program modifications or supports for school personnel that will be provided to the student. For all services delineated on the IEP, indicate the date of initiation, frequency, location, and duration of services. ADE recommends the inclusion of the title of the provider of services.

Special Education means specially designed instruction provided at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education §300.26).

Related Services means developmental, corrective, and other services that are required to assist an individual with a disability to benefit from special education, and includes speech-language pathology and audiology services, psychological services, physical and occupational services, recreation, including therapeutic recreation, early identification and assessment, counseling services, including rehabilitation

counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in the schools, and parent counseling and training (§300.24).

Supplementary Aids and Services means aids, services, and other supports that are provided in regular classes or other education-oriented settings to enable the children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§ 300.550-300-556 (§300.28).

PROCEDURES

To meet the requirements in this component, the IEP team reviews the student's unique needs described in the present levels of educational performance and the annual goals. The IEP team then describes and connects the special education services, related services, and supplementary aids and services, to be provided to the student and the program modifications or supports for school personnel that will be provided for the student to ensure that the student:

- ☐ advances appropriately toward attaining the annual goals;
- ☐ is involved in and can progress in the general curriculum;
- ☐ is educated with and participates in extracurricular and nonacademic activities with students with and without disabilities; and
- ☐ receives instruction to prepare for adult life goals.

The IEP team **determines** and **records**:

- ☐ the special education and related services to be provided to the student (i. e., reading comprehension, written expression, community experiences, daily living skills);
- ☐ the program modifications **or** training in behavior management, consultation on the responsibilities for implementation of the IEP);
- ☐ supports to be provided to school personnel, (i. e., adapting the content standards, decreasing the number of concepts to be mastered in a standard;
- ☐ the statement of supplementary aids and services to be provided to the student (i. e., aids-computer, recorded books, a communication device; services such as a peer tutor, paraprofessional, reader);
- ☐ consideration or statement of related services to be provided to the student (i. e., orientation and mobility services, speech language therapy, physical therapy, social work services);
- ☐ the projected date (month, date, and year) for the beginning of each service, program modification, and support;
- ☐ the anticipated frequency/amount of services, how often and quantity (i.e., 20 minutes 2X per week);
- ☐ the duration (month, date, and year) of services, program modifications, and supports; the location of services, program modifications, and supports;(i. e. , regular classroom, resource classroom, computer lab); and.
- ☐ the titles of the providers of services.

The duration of services may not be restricted to the regular school year, but must be based on the unique needs of the student. If the IEP team has sufficient information and evidence that the student is likely to experience a significant regression in skills and knowledge or require a significant amount of time to recoup the skills and knowledge, the duration of services may be extended beyond the regular school year and documented in this section.

Consider the full continuum of service delivery options when determining the appropriate location for each service and program modification. The location must be individually determined in light of each student's

unique abilities and needs to reasonably promote the student's educational success. The continuum of placement options includes instruction in:

- ☐ regular classes,
- ☐ special classes,
- ☐ a special school,
- ☐ the home, or
- ☐ hospital and institution.

IX. NON-PARTICIPATION IN REGULAR CLASS ACTIVITIES

Non-Participation In Regular Class Activities
Authority: 20 U.S.C. 1414 (d)(1)(A) §300347

- 4) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(3) of this section;

PROCEDURES

To meet the requirement of this component, the IEP team **reviews** and **analyzes**:

- ☐ special education and related services;
- ☐ supplementary aids and services;
- ☐ where the services will be provided; and
- ☐ how frequently the services will be provided.

The IEP team **writes** an explanation of the extent, if any, to which the student will **not** participate with nondisabled students in the general education classes and in extracurricular and other nonacademic activities. The explanation must be consistent with the following provisions for the least restrictive environment:

- ☐ each child with a disability must be educated with nondisabled children to the maximum extent appropriate;
- ☐ each child with a disability will be removed from the regular education class only when the nature or severity of the child's disability is such that education in regular education classes with the use of supplementary aids and services cannot be achieved satisfactory; and
- ☐ to the maximum extent appropriate, each child with a disability participates with nondisabled children in nonacademic and extracurricular services and activities.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Does the statement of special education services clearly address instruction to meet the unique needs of the student?
2. Will the services stated on the IEP be provided without charge to the parents?
3. Are the related services required to help the student with a disability to benefit from special education services included in the IEP?
4. Are supplementary services and aids addressed in the IEP that will be provided to regular education classes or other settings to enable the student with a disability to be educated with nondisabled students to the maximum extent appropriate?
5. Are program modifications or supports to be provided to school personnel documented in the IEP?
6. Does the IEP include an explanation of the extent, if any, that the student with a disability will **not** participate with nondisabled students in the general curriculum, extra curricular and nonacademic activities (i.e., counseling services, athletics health services, employment),and program options (i. e., art, music, vocational education)?

7. Does the IEP specify initiation, frequency, duration, and location of services and supports to be provided?

X. INSTRUCTION AND ASSESSMENT ACCOMODATIONS AND MODIFICATIONS

Participation in State/District Assessments
Authority: 20 U.S.C.1414 (d)(1)(A)(v) §300347

- (5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
- (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of -
- (A) Why that assessment is not appropriate for the child; and
- (B) How the child will be assessed;

Guiding principles include:

- ☐ curriculum, instruction, and assessment must be inclusive and equitable for all students in every school district and school;
- ☐ the Arizona Academic Standards provide the foundation for curriculum, instruction and assessment in our state; and
- ☐ assessment must mirror student instruction as much as possible.

Accommodations (R7-2-401)(1) mean the provisions made to allow a student to access and demonstrate learning. Accommodations do not substantially change the instructional level, the content or the performance criteria, but are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known. Accommodations shall not alter the content of the test or provide inappropriate assistance to the student within the context of the test.

Modifications (R7-2-401) (16) are substantial changes in what a student is expected to learn and demonstrate. Changes may be made in the instructional level, the content of the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments and assessments based on individual needs and abilities.

PROCEDURES

To meet the requirements in this component, the IEP team **reviews** present levels of educational performance and annual goals to decide what the student should know and be able to do before determining the assessment needs of the student. Then the IEP reviews and discusses the statement of special education, related services, and supplementary services and aids to be provided to the child,

The IEP team determines the provisions that must be made to allow the student to access and demonstrate learning by considering the following:

- ☐ classroom organization and management,
- ☐ setting,
- ☐ assignments,
- ☐ scheduling,

- ❑ presentation,
- ❑ response,
- ❑ timing, and
- ❑ technology.

When considering the setting the IEP team discusses issues to determine if the student is able to focus on his/her work with 25 or 30 other students in a setting. Determine if the student displays behaviors that are distracting to others. Ascertain if the student can listen and follow oral directions given by an adult or take a test in the same way as it is administered to other students? If the student is unable to focus in a large group, or displays behaviors that are distracting then the student may need accommodations both in instruction and assessment, such as, small group, study carrel, minimal distractions environment, etc.

To determine the substantial changes in what the student is expected to learn and demonstrate. Consider these:

- ❑ changing the instructional (grade) level,
- ❑ decreasing the number of concepts to be mastered,
- ❑ modifying the content standards or performance objectives in the standards, or
- ❑ changing performance criteria

To make the determination regarding the use of modifications, the team must consider the student's instructional levels and organizational grade level indicated in the present levels of performance. If the student is in the sixth grade, but reading and writing skills are at a third grade level and the math level is fourth grade, then the IEP team will need to consider modifying the grade levels. If the goals based on the content standards have been adapted (divided into smaller parts) and the performance objectives have been modified, the IEP team will need to determine the modifications in instruction and assessment.

The IEP team must match the AIMS or AIMS-A assessment with the level of **instruction** that is aligned with the Arizona Academic Standards (i.e., Functional, Readiness, Foundations, Essentials, Proficiency, and Distinction). Out-of-level testing is permissible, if it is clearly documented in the student's IEP. Out-of-level testing means that a student with a disability may be assessed at the level of instruction rather than at grade or age.

If the IEP team makes the determination that the student will **not** participate in the State or district assessment or part of such an assessment, a statement of why that assessment is not appropriate, including an explanation of how the student will be assessed, must be stated clearly in the IEP. The IEP team discusses and determines the assessment programs, modifications, and accommodations. The IEP team members must understand that the accommodations and the modifications in instruction and assessment must be aligned to the extent appropriate.

The IEP team:

- ❑ considers the accommodations and modifications being made in instruction;
- ❑ develops additional accommodations and modifications for each student based on his/her individual strengths;
- ❑ identifies the level of assessment to be administered (AIMS; AIMS-A: Foundation-reading; Essentials-writing, etc.) based on the specific level within the Standard that is being addressed and the content area);
- ❑ considers participation in the Stanford 9 and selects the grade level of test to be administered and the content area (4th – language);
- ❑ determines the need for additional accommodations and modifications in the administration of the assessments selected;
- ❑ documents instructional and assessment modifications and accommodations in the IEP; and

- ❑ determines and documents the level of performance to pass the AIMS test for graduation (Approaches the Standard; Meets the Standard).

SELF-ASSESSMENT:HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Does the IEP specify accommodations and modifications in instruction in order to allow the student to progress toward meeting annual goals and in the general curriculum?
2. Does the IEP identify the level of the Arizona Academic Standards and the content areas for the student to participate in the AIMS or AIMS-A?
3. Does the IEP incorporate accommodations and modifications from instruction and supplement, if appropriate, with additional items for the purpose of participation in the assessment process?
4. Does the IEP indicate why an assessment is not appropriate for the child and how the child will be assessed?
5. Does the IEP specify the level of the Standards, content areas and the level of performance at which the high school student will pass the AIMS test for graduation?
6. Does the IEP specify the grade levels and the content areas for participation in the Stanford 9 test?
7. Will the parent(s), student, and others unfamiliar with the IEP understand what the assessment statement means?

XI. PROGRESS TOWARD ANNUAL GOALS

Progress Toward Annual Goals Authority: 20 U.S.C. 1414(d)(1)(A) ;§330.347 (7)

- A statement of-How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
- (ii) How the child's parents will be regularly informed (through) such means as periodic report cards), at least as often as parents are informed of the nondisabled children's progress, of
- Their child's progress toward the annual goals; and
- The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

PROCEDURES

To comply with this requirement, the IEP team **discusses, determines** and **documents** how progress toward annual goals will be measured and how often parents will be informed and the extent to which that progress is sufficient to enable the student to achieve the goals.

The IEP team:

- ☐ describes how the annual goals will be measured;
- ☐ determines who will be responsible for data collection;
- ☐ documents the method of data collection;
- ☐ based on PLEP baseline information, determines how to document sufficiency of progress to enable the child to achieve the goals by the end of the school year;
- ☐ explains how frequently the annual goals will be measured; and
- ☐ indicates how parents will regularly be informed of progress, at least as often as parents are informed of the progress of their nondisabled children.

SELF ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Does the IEP specify how progress toward the annual goals will be measured?
2. Does the IEP indicate how frequently parents will be informed of their child's progress?
3. Does the IEP address the sufficiency of progress to enable the student to achieve the goals by the end of the school year?

XII. PLACEMENT IN A PRIVATE RESIDENTIAL FACILITY

Residential Placement Authority: 20 U.S.C.1412 (a)(1)(10) §300.302

If placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, must be at no cost to the parents of the child.

ARS 15-765. Special Education in Rehabilitation, Corrective or Other Institutions, Facilities, or Homes

Before any placement is made in facilities described in this section, the school district of residence shall insure that a full continuum of alternative placements is available to meet the needs of children with disabilities and that the proposed placement is the least restrictive environment in which appropriate education services can be provided to the child.

If the individualized education program team determines that a residential special education placement is the least restrictive environment in which an appropriate educational program can be provided, the home school district shall submit the following documentation to the department of education:

The educational reasons for recommending the residential special education placement, including an evaluation or addendum to the evaluation that describes the instructional and behavioral interventions that were previously attempted and the educational reasons for recommending the residential special education placement, including documentation that the nature or severity of the disability is such that education in a less restrictive environment is not appropriate.

Exit criteria as required in subsection K of this section.

That prior written notice for a change in the child's placement was provided.

If a residential special education placement is required by the child's individualized education program, the educational component of the residential facility shall be one that is approved by the department of education for the specific special education services required.

The residential component of the facility in which the residential special education placement is made shall be licensed by the department of economic security or the department of health services, whichever is appropriate.

Following and in accordance with the consensus decision of the individualized education program team as prescribed in section 15-766, a residential special education placement shall be made by the school district and the appropriate state agency. The individualized education program team shall determine whether a residential special education placement is necessary. The state-placing agency shall consider the recommendations of the individualized education program team in selecting the specific residential facility. The Department of Education shall enter into interagency services agreements with the Department of Economic Security or the Department of Health Services to establish a mechanism for resolving disputes if the school district and the Department of Economic Security or the Department of Health Services cannot mutually agree on the specific residential placement to be made. Dispute resolution procedures may not be used to deny or delay residential special education placement.

The individualized education program for any child who requires residential special education placement must include exit criteria that indicate when the educational placement of the child shall be reviewed to determine whether the child can be moved to a less restrictive placement.

ARS-151185. SCHOOL DISTRICT RESPONSIBILITY: INTEGRATION INTO A SCHOOL

For a child who is placed in a private residential pursuant to this article, the home school district is responsible for reviewing the child's educational progress and planning for integrating the child into a public school when it is educationally appropriate. B.

The private residential facility and the state-placing agency shall work with the home school district for purposes of integrating the child into a public school when it is educationally appropriate.

PROCEDURES

To meet the requirements in this component, for students placed in a private residential facility, the IEP team must determine the educational reason for the residential special educational placement by:

- ☐ reviewing existing data to determine the sufficiency of data; if the information is sufficient, providing prior written notice and procedural safeguards notice;
- ☐ if the information is insufficient provide prior written notice, procedural safeguards notice and obtain parent consent to collect additional data;
- ☐ reviewing the information and determining eligibility;
- ☐ reviewing and revising the IEP, which includes behavioral interventions and instructional attempted; and
- ☐ including exit criteria that indicates when the educational placement will be reviewed to determine whether the child can be moved to a more restrictive placement.

The public must submit the following information to the Arizona Department of Education:

- ☐ application for recommended educational placement,
- ☐ current evaluation and determination of eligibility,
- ☐ current IEP that includes exit criteria, and
- ☐ prior written notices and procedural safeguards notices.

Refer to the Procedures Manual for Placing Children in Private Residential Facilities for specific directions in making the decision for placement of a child in a residential facility.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Is the residential special education placement the least restrictive environment for the student?
2. Is the educational placement based on the IEP?
3. Does the IEP document exit criteria that indicate when the educational placement of the student will be reviewed to determine when the student can be transferred to a least restrictive environment?
4. Did the public agency gather and submit the following information to the Arizona Department of Education/Exceptional Student Services: application, current evaluation, and eligibility determination, IEP that includes exit criteria?

XIII. EXTENDED SCHOOL YEAR (ESY) SERVICES

REQUIREMENTS FOR EXTENDED SCHOOL YEAR SERVICES

Authority: 20 U.S.C.1414 (d)(1)(A)(v) §300.309

- (a) (1) Each public agency shall ensure that extended school year services are available as necessary to provide FAPE, consistent with this paragraph (a) (2) of this section. (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child. In implementing this requirement in this section, a public agency may not- (i) Limit extended school year services to particular categories of disability; or (ii) Unilaterally limit the type, amount, or duration of those services.

ARS 15-881

- A. Each school district shall make an extended school year program available to all handicapped pupils for whom such a program is necessary in order to either:
1. Prevent irreparable harm to the pupil's ability to maintain identified skills or behavior.
 2. Accommodate critical learning periods for pupils who are unlikely to receive another opportunity to learn or generalize targeted skills or behavior.
- B. The state board of education shall prescribe rules for use by school districts in determining the eligibility of handicapped pupils for an extended school year program. The rules adopted by the state board pursuant to this subsection shall include the following criteria for determining the eligibility of handicapped pupils in an extended school year program:

Regression-recoupment factors.

Critical learning stages.

Least restrictive environment considerations.

Teacher and parent interviews and recommendations.

Data-based observations of the pupil.

Considerations of the pupil's previous history.

Parental skills and abilities.

Factors that are inappropriate considerations for eligibility.

Any other considerations deemed necessary and appropriate by the state board of education.

- C. Rules that are adopted pursuant to subsection B of this section shall clarify that attendance in the program is not compulsory, that the program is not required for all handicapped pupils and that eligibility for participation in the program is not based on need or desire for any of the following:

A day care or respite care service for handicapped pupils.

A program to maximize the academic potential of a handicapped pupil.

A summer recreation program for handicapped pupils.

PROCEDURES

Extended School Year Services means special education and related services that are provided to a child with a disability which are beyond the normal school year of the public agency; in accordance with the IEP; and at no cost to the parent of the child and meet the standards of the Arizona Department of Education. To meet the requirements of this component, the IEP team reviews the eligibility criteria for Extended School Year (ESY) services. ESY must be considered for children transitioning for the AzEIP and for preschool children.

The IEP team **reviews** and **considers**:

- ☐ the current IEP or IFSP (present levels of educational performance, annual goals, objectives, etc.);
- ☐ progress report(s) of annual goals;
- ☐ regression and recoupment evidence;
- ☐ information provided by parent(s) and teacher(s) or early interventionist(s);
- ☐ critical learning stages;
- ☐ classroom data and observations; and
- ☐ other data and procedures consistent with district or charter school procedures for determining eligibility for ESY services.

Then the IEP team **determines**:

- ☐ if the student experienced regression and its level of significance;
- ☐ if the student recouped losses within an acceptable time period;
- ☐ if goals of self-sufficiency and independence are being met;
- ☐ if skills or behavior are emerging that are unique to a critical learning period;
- ☐ eligibility for ESY services; and
- ☐ skills and behaviors to be included in ESY services to prevent irreparable harm to the student.

At this time, the IEP team **documents**:

- ☐ eligibility for ESY;
- ☐ annual goals, benchmarks, or short term objectives to be targeted;
- ☐ services, adaptations, and supports needed for ESY; and
- ☐ initiation date, frequency/amount, duration, and location of services, accommodations and modification, and supports for ESY.

If the IEP team determines that insufficient data exist to make a determination regarding ESY services for the student, a statement of **why** that determination cannot be made and **when** eligibility will be reconsidered.

Refer to the Extended School Year Technical Assistance Document for specific instruction for making the decision regarding eligibility determination and provision of ESY services.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Is the IEP meeting held early enough before to the end of the school year to ensure that parents are afforded the opportunity to exercise procedural safeguards rights, if necessary?
2. Does the IEP team base a student's participation in ESY services on the specified eligibility criteria?
3. Does the IEP target specific goals, benchmarks or short-term objectives for ESY services?
4. Does the IEP describe specific services to be provided for ESY?
5. Will the parent(s), student, and other s unfamiliar with the IEP process understand the ESY services to be provided?

XIV. EDUCATIONAL PLACEMENT

Placements

Authority: 20 U.S.C.1412 (a)(5) § 300.552

In determining the educational placement of a child with a disability, each public agency shall ensure that-

- (a) The placement decision-
 - (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and
 - (2) Is made in conformity with the LRE provisions of this subpart.
- (b) The child's placement-
 - (1) Is determined at least annually;
 - (2) Is based on the child's IEP; and
 - (3) Is as close as possible to the child's home;
- (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled; and
- (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs;
- (e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

PROCEDURES

To meet the requirements on this component, the IEP team reviews

- ☐ the present levels of instruction, measurable goals, and benchmarks/short term objectives;
- ☐ special education, related service, and supplemental aids and services needed;
- ☐ supports to school personnel or program modifications;
- ☐ accommodations and modifications for instruction and assessment.

The IEP team then considers and determines the educational placement in conformity with the LRE provisions:

- ☐ the placement determined annually;
- ☐ the placement is based on the IEP
- ☐ the placement as close to home as possible, as appropriate; and
- ☐ the harmful effects of the selected services on the child; or on the quality of services that he or she needs.

SELF-ASSESSMENT: HOW DO WE KNOW WE ARE DOING IT RIGHT?

1. Was the placement decision made by a group of knowledgeable persons including the parents?
2. Is the placement decision made in conformity with the LRE provisions?
3. Is the placement determined at least annually?
4. Is the placement based on the student's IEP?
5. Was consideration given to potential harmful effects on the student or on the quality of services that the student needs?

APPENDIX A

IEP FORM

INDIVIDUALIZED EDUCATION PROGRAM (IEP) §300.347(a-c)

Student's Full Name		DOB	Grade	Student ID#	Date of IEP Meeting	
Address			City		State	Zip
Home Phone		Work Phone		Parent/Guardian		
Primary Language of Home		Limited English Proficient <input type="checkbox"/> Yes <input type="checkbox"/> No		Language of Instruction		
School of Residence				School of Attendance		
Address				Address		
City/State/Zip				City/State/Zip		
Documentation of Participation at IEP Meeting §300.344(a-c)						
Position/Relationship to Student		Signature			Month/Day/Year	
Parent(s)						
Regular Education Teacher						
Special Education Teacher/Provider						
District/School Representative						
Individual to interpret instructional implications of evaluation results						
Other at discretion of parent or district/school						
Student whenever appropriate						
Other						
Statement of Transfer of Rights at the Age of Majority §300.347(c)						
At least one year before reaching the age of majority (age 18 in Arizona), the student and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a student with a disability whose rights remain with a court appointed guardian). <input type="checkbox"/> Yes, Date: _____						

STUDENT NAME: _____ DOB: _____

Present Levels of Educational Performance (PLEP) §300.347(a)(1)

Clearly specify the student's current levels of performance in academic, nonacademic, social, and emotional areas. Include a description of how the student's disability affects his/her involvement and progress in the general curriculum, including consideration of special factors. For preschool children, consider how the disability affects the student's participation in appropriate activities. Give consideration to school-to-adult life transition planning needs, including vocational training, employment, post school plans, and student preferences/interests. Provide a description in the PLEP of the student's current knowledge, skills, and abilities and experiences in relation to EACH of the post-school areas targeted. **(14 year olds, course of study, and 16 year olds, inter-agency linkages).**

[illegible]

STUDENT NAME: _____ DOB: _____

[illegible]

	Consideration of Other Factors §300.346(a)(2)
--	--

☐ Not Needed☐ Needed☐ Not Needed☐ Needed☐ Not Needed☐ Needed☐ Not Needed☐ Needed☐ Not needed☐ Needed☐ Not Needed☐ Needed

Measurable Annual Goals, Short Term Objectives, or Benchmarks §300.347(a)(2)
 Attach as many copies of this page as needed

Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input type="checkbox"/> N)	
---	--

Benchmarks or short-term objectives
Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input type="checkbox"/> N)
Benchmarks or short-term objectives
Measurable Annual Goal (ESY? <input type="checkbox"/> Y <input type="checkbox"/> N)
Benchmarks or short-term objectives

STUDENT NAME: _____ DOB: _____

Statement of Transition Service Needed §300.347(7)(B)(1)

Statement of transition service needed that focuses on the courses of study, developed by the age of 14 and updated annually

Statement of Needed Transition Services §300.347(7)(b)(2); §300.348(a-b)

Beginning by age 16, or younger if appropriate, indicate which goals are related to each need area; or describe the plan for providing transition services in the appropriate areas including interagency responsibilities or any needed linkages.

Vocational Training	Independent Living	Integrated Living
Post Secondary Education	Community/Leisure	Other
Continuing and Adult Education	Integrated Employment	Other

Service	Activity/Strategy	Agency Responsible	Start Date	End Date
Education/Instruction				
Community Experience				
Employment				
Adult Living				
Daily Living Skills				
Functional Vocational Evaluation				
Related Services				
Other				

STUDENT NAME: _____ DOB: _____

Special Education Services §300.347(a)(3)

Special Education Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position

Related Services	Initiation Date	Frequency/Amount	Duration	Location	Providers Position

Supplementary Aids and Services	Initiation Date	Frequency/Amount	Duration	Location

Program Modifications or Supports for School Personnel	Initiation Date	Frequency/Amount	Duration	Location

Non-Participation in Regular Class Activities §300.347(a)(4)

Provide an explanation of the extent, if any, to which the student will **NOT** participate with non-disabled students in the general curriculum, extracurricular and nonacademic activities, and program options. If necessary, attach an additional page. Include consideration for any potential harmful effects of the placement on the student or the quality of services.

Accommodations and Modifications for Instruction and Assessment §300.347(a)(5)

APPENDIX B

LIST OF ACCOMMODATIONS, MODIFICATIONS AND PROGRAM SUPPORTS FOR SCHOOL PERSONNEL

ACCOMMODATIONS

Accommodations are provisions made in how the student accesses or demonstrates learning.

Accommodations:

- do not substantially change instructional level or content
- do not significantly change the performance criteria
- provide student an equal access to learning
- provide student equal opportunity to demonstrate what he knows
- are based on individual strengths and needs
- may vary in intensity and degree

Organization:

- providing peer assistance with organizational skills
- assigning volunteer homework buddy
- allowing student to have extra sets of books at home
- providing student with a home assignment notebook

Assignments:

- giving extra time to complete work
- reducing homework assignments
- allowing computer-printed or typewritten assignments prepared by the student or dictated by the student
- simplifying directions
- giving frequent short quizzes and avoiding long tests
- recognizing and giving credit for student's oral participation in class

Assessment:

- changing time of day for administration of test
- providing special lighting
- administering test in a small group
- administering test individually in separate location

- signing oral directions using exact translation
- following a flexible schedule
- extending time
- administering test in several shorter sessions
- allowing frequent breaks during test
- simplifying language in directions
- giving test at home
- allowing student to give answers on tape recorder
- providing a calculator, abacus or arithmetic tables

Classroom Organization /Management:

- preferential seating
- frequent feedback
- predictable structure and routine
- positive reinforcement
- consistent expectations

Technology:

- providing large print
- providing a calculator
- making a typewriter available
- making a computer available
- providing and training in use of a Braille
- providing and training in of communication devices
- making an auditory trainer available
- using a CCTV
- providing training in use of necessary technology devices
- providing assistance with technology devices

Lesson Presentation:

- providing peer tutoring
- providing a peer notetaker
- providing written outline
- allowing student to tape-record lesson
- using computer-assisted instruction
- breaking longer presentation into shorter segments
- assisting the student to find the main ideas by underlying, highlighting, cue cards, etc.

MODIFICATIONS

Modifications are substantial changes in what a student is expected to learn and demonstrate.

The changes/modifications include, but are not limited to:

- instructional level (grade level);
- content standards and performance objectives/benchmarks;
- the number of key concepts mastered within a performance objective;
- the key skills to be mastered in a performance objective;
- the knowledge to be mastered; and
- in performance criteria.

Instruction:

- ❑ adapting the content standard (dividing it into smaller parts)
- ❑ modifying the performance objectives/benchmarks
- ❑ decreasing the number of key concepts to be mastered in a standard
- ❑ changing the instructional (grade) level
- ❑ supplementing the instructional materials
- ❑ adjusting the skills, knowledge, and concepts in the general curriculum

Assessment:

- ❑ administering the test at the student's instructional level
- ❑ changing the criteria for mastery
- ❑ limiting the number of concepts, knowledge or skills to be mastered.

PROGRAM MODIFICATIONS AND SUPPORTS TO SCHOOL PERSONNEL

Materials:

- ◆ using recorded books
- ◆ reading high interest/low vocabulary materials
- ◆ using self checking material
- ◆ modifying content standards
- ◆ changing performance objectives/benchmarks
- ◆ developing specialized material required to meet the student's needs

Consultations:

- ◆ providing and explaining instructional materials
- ◆ suggesting instructional strategies to ensure that the teacher provides opportunities for the student to develop and master skills in the IEP and other necessary instructional needs
- ◆ being available to answer questions and to provide assistance and support to the teacher
- ◆ explaining the responsibilities for implementing the IEP
- ◆ providing copies of the IEP

Training Activities:

- ◆ behavior management
- ◆ implementation of modifications and accommodations included in the IEP
- ◆ implementation of the IEP
- ◆ characteristics associated with each disability
- ◆ affective use of paraprofessionals
- ◆ assistive technology devices and services

Other Services:

- ◆ co-teaching
- ◆ peer tutoring
- ◆ buddy system
- ◆ volunteers
- ◆ paraprofessionals